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ABSTRACT

This is a report of a training program for preparing paraprofessionals to work with the deaf and hard-of-hearing. Forty paraprofessionals and 200 deaf and hard-of-hearing children participated in the program in a camping setting. During the first week the trainees received instruction in behavior modification and communication skills, child development, and exploration of attitudes and feelings. During the next two weeks the paraprofessionals lived with the handicapped children on a 24-hour basis, taking care of all of their needs and organizing various activities. The trainees got together every morning with the project director to discuss any problems facing any of them and to find appropriate means of dealing with them. The trainees also engaged in counseling the handicapped children. At the end of the project the results were judged to be positive since most of the objectives were realized. (SE)

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MCLENNAN COMMUNITY COLLEGE, WACO, TEXAS

TRAINING IN A SUMMER CAMP SETTING FOR PARAPROFESSIONALS WORKING WITH THE DEAF AND HARD OF HEARING... JULY-AUGUST 1974

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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IN COOPERATION WITH THE DIVISION OF OCCUPATIONAL RESEARCH AND DEVELOPMENT, DEPARTMENT OF OCCUPATIONAL EDUCATION AND TECHNOLOGY, TEXAS EDUCATION AGENCY, AUSTIN, TEXAS

TRAINING IN A SUMMER CAMP SETTING FOR PARAPROFESSIONALS WORKING WITH THE DEAF AND HARD OF HEARING

DEVELOPED THROUGH THE COOPERATIVE EFFORTS OF

The Division of Occupational Research and Development, Department of Occupational and Technical Education, Texas Education Agency

and

McLennan Community College
Waco, Texas

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To Kitty Ferguson, Program Coordinator, North Central Texas Region Day School Program, who acted as a liaison person between the College and the agency in the early stages of program development.

To Larry Graham, Director of Camp La Junta, for his assistance in recruitment and orientation of staff. His excellent management of the camp and his leadership at Camp La Junta was invaluable to the success of the camping session.

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RATIONALE

The Education of the Handicapped Act (PL 91-230) provided funds for the expansion of educational programs for handicapped children. The State of Texas has taken advantage of these funds to establish regional non-domiciliary school settings and supportive programs for deaf and hard of hearing children.

The expansion of these educational programs in the State of Texas has created a concomitant need for professionals and paraprofessionals trained to work with the deaf and hard of hearing.

High school graduates in search of career goals related to the handicapped need exposure to the daily life and needs of these handicapped and the skills requisite for an individual to work with them in a "helping role."

Persons presently enrolled in paraprofessional training programs and those working as paraprofessionals need the opportunity of living on a 24-hour basis with handicapped persons to better understand their needs and to learn communication and other skills that will better equip the paraprofessionals to aid the handicapped person to develop his fullest potential.

OBJECTIVES

To develop and provide an intensive training experience for 40 persons working in paraprofessional roles with the deaf and hard of hearing, or training to assume career roles as paraprofessionals working with the deaf and hard of hearing; and also to provide career exploration experiences for 20 persons interested in a career related to the handicapped. The experience of living for an extended period of time, on a 24-hour basis,

with deaf and hard of hearing children were provided. Instruction in child development, total communication skills, media skills and behavior modification concepts and skills were provided.

METHODS USED TO ACCOMPLISH OBJECTIVES

I. Physical Setting

The objectives of this project were accomplished in an outdoor camp setting during the period of July 22-August 10, 1974, at Camp La Junta, Hunt, Texas.

Camp La Junta is located on the South fork of the Guadalupe River about 75 miles northwest of San Antonio and about 12 miles from Kerrville. It has been a private Western camp for boys since 1928 and is accredited by the American Camping Association. Primary camp operation is in June and July, but in August the entire camp and staff were devoted to the provision of a complete camping program for 150 deaf children and 50 hearing children ranging in ages 7-12 years of age.

Camp La Junta had two successive successful years of experience with simila special camps in the summers of 1972 and 1973, Camp Trail I and II. This proposed project was accomplished within the setting of Camp Trail III (Training, Recreation And Instruction in Language).

II. Component Groups

Camp Trail III consisted of two major groups of persons in addition to the 40 paraprofessionals related to the funds utilized in this specific project. Other funding sources were secured to meet the needs of the related projects

A. Children

One hundred fifty deaf and 50 hearing children ranging in ages 7-12 yea

of age, with appropriate number of males and females in each age range, were provided a complete camping experience at Camp La Junta during the two weeks of July 29-August 10, 1974, at no cost to the participants. The recruitment and selection of these children was under the direction of the Statewide Project for the Deaf.

B. Professionals

A summer institute in leadership training for administrative, supervisory and university personnel (July 22-August 3, 1974) for 40-50 professionals was offered by the Extension Division, The University of Texas at Austin in cooperation with the Division of Special Education, Texas Education Agency and the Statewide Project for the Deaf. This group was not housed at Camp La Junta, but they observed and worked with the paraprofessionals during the week of July 28-August 3, 1974.

C. Paraprofessionals

The recruiting process was developed cooperatively by the La Junta Camp Director and the director of the Statewide Project for the Deaf; and the 40 trainees enrolled met the criteria of selection.

The career exploration group of 20, as a separate category, was not achieved. Paraprofessionals meeting this description were placed in the group of 40 people finally selected.

Forty persons were recruited and selected from over the State of Texas from applicants working in paraprofessional roles with the deaf and hard of hearing or training to assume careers related to working with the deaf and hard of hearing. Each person selected possessed a minimal

educational background equivalent to high school graduation. Approximat one-half of the paraprofessionals were male with appropriate ethnic representation. This group lived at Camp La Junta for a three-week period. The first week (July 22-July 29) was spent in studying child development, learning total communication and behavior modification skills, plus orientation to the camp setting and operation. The next two weeks were spent as camp counselors in residence with the deaf children (July 29-August 10).

Each of these paraprofessionals were enrolled in McLennan Community College and received four semester hours of credit for the three weeks of training and experience. Tuition, fees, instructional materials and supplies were paid by the project at no cost to the participants.

Lodging and all meals were furnished by Camp La Junta at no cost to the participants and charged to this project. Each participant furnished his own round-trip transportation from his residence to the camp site, plus his personal clothing and toilet items.

III. Instructional Goals and Activities

A. First Week - July 22-27 - Pre-Camp Training Week

1. Goals

a. Evaluate group and provide instruction in manual and total communication skills.

b. Provide basic instruction in child development that will facilitate understanding and working with the deaf child.

c. Provide basic instruction in behavior modification skills,

especially as it related to the specific behavior of deaf children that might interfere with learning.

d. Provide opportunities for exploration of feeling and attitudes with both a group of deaf adults and hearing adults that grew up in deaf homes.

e. Provide instruction in media skills.

f. Provide indoctrination for the operation of Camp La Junta.

2. Activities

Reported on Sunday - 2 p.m. - July 21, 1974.

Monday-Friday - July 22-26, 1974

The paraprofessionals were trained in groups of 10-15.

Subjects:

1. Media Instruction
2. Sign classes - Total Communication
3. Behavior Modification
4. Child Development

Schedule for instructional time:

Session I	8:00-10:00
Session II	10:00-12:00
Session III	2:00-4:00
Session IV	6:30-8:30

Saturday - July 27, 1974

10:00	Practical Camp Orientation
3:00	Prepare for Camp
7:00	Barbecue for Staff

B. Second and Third Week - July 26-August 10

1. Goals

   a. Increase competency in use of expressive and receptive Total Communication by using Total Communication at all times.

   b. Increase competency in use and understanding of child development and behavior modification knowledge/skills that facilitate an effective understanding and working relationship with the deaf and hard of hearing child in a learning environment.

   c. Increase understanding and appreciation of the feelings and attitudes of deaf and hard of hearing children and adults.

   d. To work effectively and cooperatively as a part of a team within a tightly-knit camp setting to produce results that are satisfying to each member of the team and to the deaf and hard of hearing children campers.

2. Daily Activity Schedule

8:00	Reveille
8:15	First Call
8:25	Assembly
8:30	Breakfast
9:00	Cabin Clean Up
9:30	Personal Inspection
10:00	First Period
10:50	Recall from First Period
11:00	Second Period
11:50	Recall from Second Period
12:00	Third Period
12:50	Recall from Second Period
1:00	First Call (Clean Up)
1:10	Lunch
1:45	Rest Period
3:30	"Cowgirl and Cowboy of the Day" report to the stable
3:45	Pony Express
4:00	Commissary (pop and candy)
4:30	Fourth Period
5:20	Recall from Fourth Period

5:30.....Fifth Period
6:20.....Recall from Fifth Period
6:30.....First Call (Clean Up)
6:40.....Assembly
6:45.....Dinner
8:00.....Evening Activity
9:00.....Recall from Evening Activity
9:50.....Tattoo
10:00.....Taps and Lights Out

Each morning prior to the breakfast hour, the paraprofessionals gathered informally to discuss problem situations with the Project Director or with the instructor in Behavior Modification Techniques. There was also much feedback and sharing of experiences among the paraprofessional camp counselors. These supportive reinforcing sessions were beneficial in terms of instructional value and interpersonal communication skill development.

A team approach to problem solving was effectively achieved.

C. Project Time Schedule (July 1, 1974-August 31, 1974)

July 1, 1974-July 21, 1974

Preparation for camp - ordering supplies, materials, texts

July 22-27

Pre-camp training week for paraprofessionals

July 26-August 10

Actual camp experience

August 11-August 31

Evaluation - project close-out - final report

D. Each of the 40 persons involved in this project were enrolled in McLennan Community College for a four-semester hour course Child Care 460 Special Project. This course is approved by the Texas Education

Agency and its description follows:

CHC 460 - SPECIAL PROJECT

Opportunity for a student or group of students to pursue a special interest. Special projects which would demonstrate a functional capability within area of specialization will be undertaken with the approval of the instructor.

STAFF

A half-time Project Director was employed for two months. Four part-time instructors were utilized, and only one charged to the project (Behavior Modification). All other staff, e.g., camp director and assistants, additional part-time instructors and consultants were provided at no cost to this project, e.g., the instruction in total communication and media was provided by the Statewide Project for the Deaf and the instruction in child development by McLennan Community College.

1. Dr. Ann Garrett, Director of the Child Care and Development Program at McLennan Community College, served as the half-time Project Director and also provided the instruction in Child Growth and Development.

2. Total communications skills were taught by Ms. Joanne Jacobs, Communications Specialist with the Statewide Project for the Deaf. Ms. Jacobs is deaf.

3. Media skills were taught by Ms. Bea Harper, Media Consultant, Statewide Project for the Deaf.

4. The behavior modification skills were taught by Ms. Ann Swint, Instructor, Department of Home Economics, The University of Texas at Austin.

DISCUSSION AND EVALUATION

I. Pre-Camping Session

Forty trainees assembled at Camp La Junta for a week of intensive preparatory training to give them a theoretical and a practical basis for the work they would be doing with the hard of hearing and the deaf children the following two weeks. The group had one commonality--they earnestly desired to work with individuals who had a hearing impairment. Some of the trainees were already having some type of contact with people who are hard of hearing, and for others this would be their first contact. The median age of the group was twenty-two. A few had just finished high school, and others were college graduates. The majority were enrolled in some educational program relating to deaf education. They had no illusions that this three-week period would be "a summer vacation" but realized that the work would be demanding and rewarding. The common goal and purpose of this project made it possible for the trainees to become a working, cooperative group very quickly. They learned to depend upon help from others and to give help to a fellow trainee unstintingly and freely.

Although this benefit derived from the first week of training was not mentioned in the objectives of the grant, it needs to be emphasized as a very meaningful and necessary outgrowth of the interaction of the para-professionals. This would not have been possible in the normal camping session with the children present.

The pre-camp training week developed as it was outlined in the grant, and samples of course handouts are documented in the appendices. The classes in media instruction, total communication, behavior modification and child

development served a two-fold objective: 1) skills for immediate use in the camping session and 2) skills for long-term involvement in programs for the deaf in the years ahead.

The classes were scheduled to begin at 8:00 a.m. and continued, with appropriate breaks, until 8:30 p.m. This outline was judiciously followed with the interesting overflow and feedback effect when a topic developed in one session would be applied to good effect in another session. This gave the students opportunity to demonstrate skills learned in one class as they participated in another class. For example: a behavior modification technique would be displayed in a discussion in the child development session concerning social competencies. Another example: a discussion of teaching color concepts would lead to the use of media material for this precise purpose.

During the pre-camp training week the professional staff offered to the trainees a model of what is expected of a camp counselor. There were no speeches or lectures made on this subject, but the message was loud and clear that a professional counselor was one who did not "work by the clock" but rather conscientiously did whatever the job demanded with responsibility, dedication and awareness of others.

Another theme that was woven throughout all four areas of training was the technique of organization, pre-planning, and rapid transitions from one activity to another. Learning to act and to anticipate the possible outcome of each activity was also stressed--the art of "keeping on top" of the situation. Constant alertness to the moods of the deaf children and learning to respond in a positive fashion using behavior modification techniques, total communication skills, and knowledge of child development were primary tenets of the training sessions.

II. The Camping Session With The Children

The two-week period of living and working on a twenty-four hour basis in the cabins with the children tested the endurance of every counselor. They had no previous knowledge of the children's family background, educational experiences, or physical and mental aptitude. Individual needs had to be met, and the creation of a community had to be achieved. It was amazing to see a team spirit evolve within the short two-week span and to watch the individual child learn the meaning of cooperation and sharing through the process of camp experiences. The modeling behavior of the counselors made this possible.

Through the living experiences within each cabin, the children learned organization, responsibility, thoughtfulness towards others, and the joy of shared activities. The well-planned daily schedule allowed the children a wide array of activities, and they quickly learned the independence of going to these appointed sites "on their own." The counselors employed many guidance techniques while allowing the children choices and decision-making opportunities. (See the attachments for a report of the parent questionnaires for their reaction to the camping experiences for their children.)

III. General

At the beginning of the training session all trainees were involved in discussion with the Project Director from McLennan Community College and given several alternatives.

The consensus of the group was that all students who observed the basic outline of scheduling, worked with proficiency, and were evaluated as

competent students by the instructors would receive at least "B" in the course CHC 460 Special Projects.

A student who wished to strive for an "A" would write an additional paper or perform additional work with the consent of the Project Director.

The students and instructors worked together according to the posted schedule, but time was allowed for one-to-one instruction and counseling also.

The students had been carefully screened prior to selection by the Camp Director and the Director of the Statewide Project for the Deaf; therefore, the instructors were working with highly motivated individuals.

The student/trainees were diversified in educational background and experience, and this made for an interesting "mix." The technique of clear-cut lectures and allotted time for discussion proved successful.

Films were shown, and role-play of typical situations were devised as additional learning techniques.

At the conclusion of the course 35 "B's" and 5 "A's" were awarded.

Staff members of the Statewide Project for the Deaf and parents of the children who attended camp expressed the fact that the paraprofessional camp counselors were capable and met the needs of deaf children in the camp setting in a most proficient manner. The children showed that they enjoyed the camping experience as well as learning new skills.

The more intense pre-camp training session for the paraprofessional counselors was responsible for the successful venture. Another facet, according to the Director of the Statewide Project for the Deaf, was the

fact that the Project Director was available at the camp site throughout the camp session and provided tangible support to the counselors in their work with the deaf children.

McLennan Community College will use this project experience as the basis for the development of a new training program for paraprofessionals (teacher aides) in the special education area.

RECOMMENDATIONS

I. General

A. Similar short-term intensive "live-in" educational experience should be provided on a regional geographic basis for paraprofessionals working with physically and sensorially limited children.

B. The summer camp setting made a significant contribution to the competencies of the paraprofessionals as they worked in the specialized role of camp counselor.

A follow-up study of these paraprofessionals to ascertain the actual and residual effect of this unique short-term training experience should be undertaken.

C. This study should be replicated with more planning time provided to formulate a sound on-going program for the training of paraprofessionals based upon the knowledge attained in this session.

D. It should be expanded in scope for the benefit of the paraprofessionals who may be returning from former years as well as for the benefit of the newly enrolled paraprofessionals (strongly recommend a carry-over of at least one-third of the former counselors).

E. Career exploration should be included as an integral aspect of the program.

II. Specific

A. The one-week session with the counselors prior to the camping experience with the children should be extended.

B. Paraprofessional counselors should be selected as early as March from various college campuses and related schools.

C. At least two to four training sessions with the paraprofessional counselors be arranged prior to the one-week Orientation Camp Session.

D. The counselors need more practice time for everyday terminology used in the camp setting. Total communication should become a part of the total daily program rather than just a "course of study."

E. The counselors need to be given techniques in teaching social competency skills to the deaf child. Living with the children in the cabins gives them opportunities to teach "the art of living together" that these children so badly need to learn in order to make their way in the real world.

APPENDICES

ATTACHMENT A

Pre-Camp Instructional Period

The attachment illustrates segments of the course content offered during the first week that the counselors were assembled before the arrival of the children.

Included are materials from the following classes:

1. Total Communication
2. Behavior Modification
3. Child Development
4. Media Skills

Communication Skills

July 22-26, 1974

Monday, July 22, 1974

The art of fingerspelling

To be

To have, possessive

Have as a helping verb

Have to

Pronouns

Receptive drill

Camping vocabulary I

Sentences using ABC vocabulary, Lessons 1-9

Tuesday, July 23, 1974

Contextual fingerspelling

Person signs

Regular verbs

Irregular verbs

Numbers

Prepositions

Receptive drill

Camping vocabulary II and III

Sentences using ABC vocabulary, Lessons 10-18

Communication Skills (cont'd.)

Wednesday, July 24, 1974

Words with different meanings

Colors

To drills

Progressive tenses

Simple idioms

's

Receptive drill

Camping vocabulary IV

Sentences using ABC vocabulary, Lessons 19-27

Thursday, July 25, 1974

Prefixes and suffixes

SOS

To do, To go

Time words and phrases

Money

Comparatives and superlatives

Receptive drill

Camping vocabulary V and VI

Sentences using ABC vocabulary, Lessons 28-36

Friday, July 26, 1974

Than and Then

Have drills

General Review

Communication Skills (cont'd.)

Receptive drill

Camping vocabulary VII and VIII

Sentences using ABC vocabulary, Lessons 37-45

TOTAL COMMUNICATION SAYS . . .

Running W

Swim

Maltese Cross

Saddle

Cabin

(Initialize C)

Reins

Flag

Horse

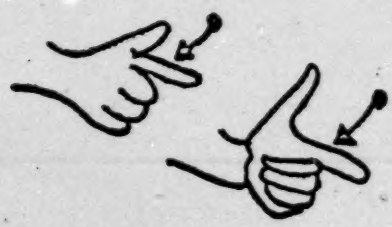
Canoeing

Archery

Indian

Frog

Teepee

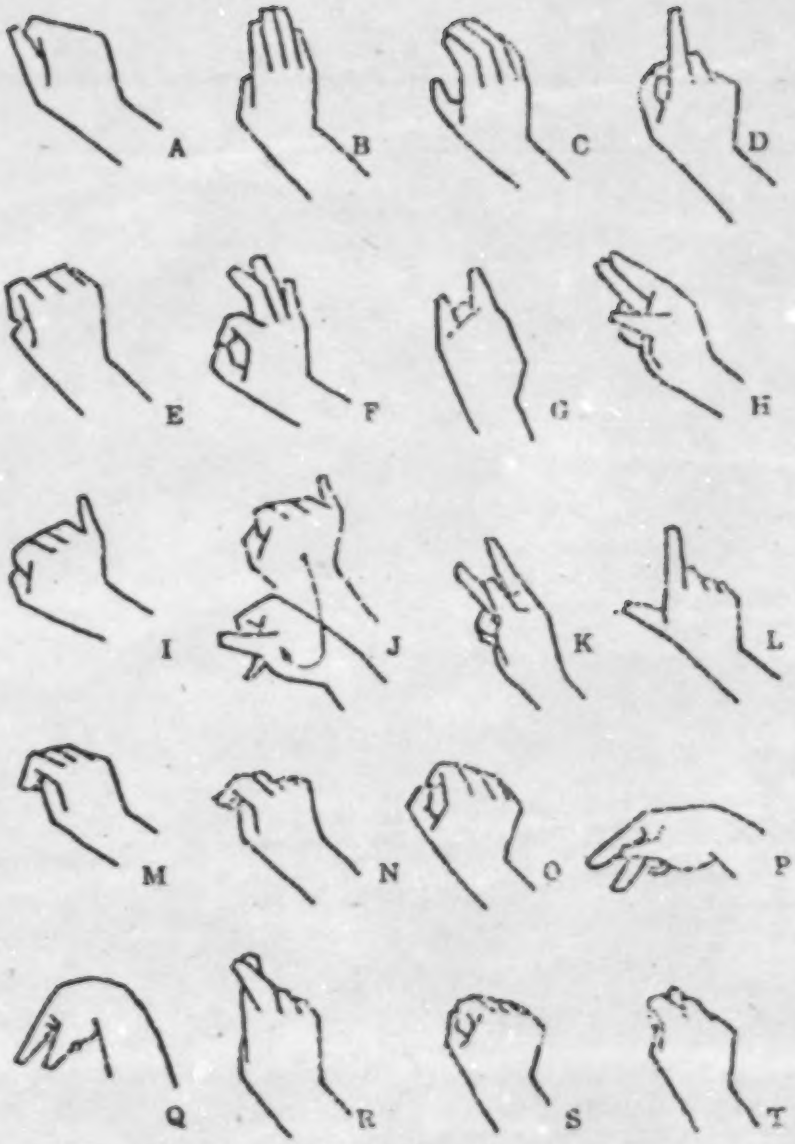


Rifle

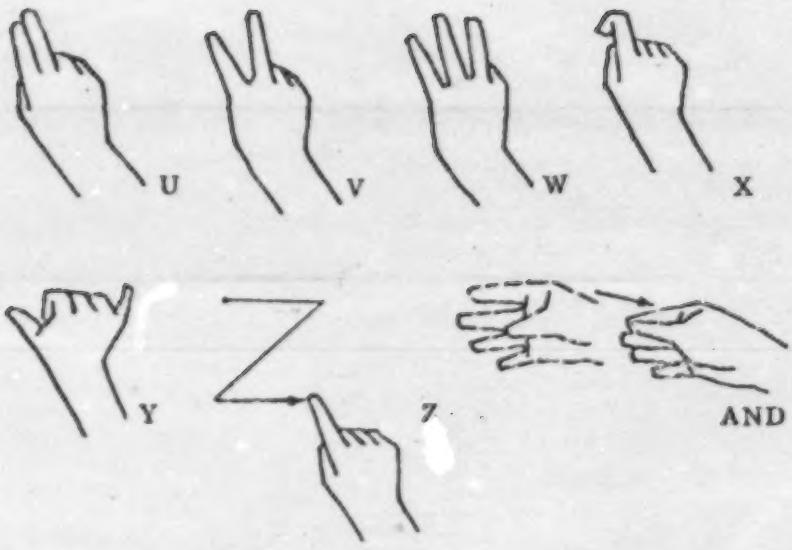
Deer

Football

LESSON 7



LESSON I



2. The goals in mastering the alphabet are accuracy and smoothness in making the letters. *Do not be concerned with speed.* Strive for a *rhythm* in making the letters and speed will come naturally in good time.

There should be a smooth transition from one letter to the next with no pausing between. It is at this point that rhythm plays a vital part. Pick a uniform, constant rhythm that is not too fast or too slow for you. Then, stick to that rhythmical pattern. Force yourself to do this. You may have to go slowly at first, but that is preferable to a fast-slow-and-complete stop pattern. It is confusing to read a person who spells alternately fast and slow within a single word. Travel at a constant speed.

Practice words

boy	beg	lap
jig	fed	man
box	ate	nut
adz	had	one
for	cut	pen
ear	did	sun
him	gar	try
hue	ink	view
rag	kid	want

LESSON I

2. Letters to be particularly careful about are *g*, *k* and *p*. There are two accepted ways to make a *g*. There are two accepted ways of making *p*. Confusion sometimes arises when distinguishing between *k* and one of the forms for *p*.

keep-package	pick-help
fig-hock	people-kipper
pig-page	laugh-poker

3. The end of a word is denoted by holding the last letter in the word about one extra beat of your rhythmical pattern, then proceeding immediately to the first letter of the next word. It is unnecessary and confusing to drop the hand after each word.

4. When double letters occur within the word, there are several ways to treat them, depending upon the formation of the fingers.

A. With z make the movement twice.

fuzzy buzz fizz Ozzie dazzle embezzle

B. When formations require the thumb and a finger to touch each other, or require a closed fist, then open or relax the fingers and repeat the formation.

Spell these words:

Aaron	gee
been	loose
off	gutter
furs	Eddy
Baal	effort
seen	boss
booze	battery
kettle	ruddy
Paar	afford
deem	cress
look	Hoffman
mitten	biddy
Padden	cuff
feel	sissy
tool	toddy
bottle	stiff
Ladder	essay

LESSON 1

C. Other formations are doubled by simply moving the hand slightly to the right in a "bumpy" fashion.

5. When a word ends with the same letter which begins the next word, it is shown by slightly opening the hand and then remaking the letter, or by just slightly relaxing the hand and always moving the hand slightly to the side.

keep - pill	to - other
ever - run	been - napping
still - life	tea - at
happy - year	kick - Karl
tunic - can	bed - down
see - Earl	stiff - foil
base - seem	not - tired
Tim - might	cough - hard
saw - what	jazz - zoo

Practice Sentences

Pack my box with five dozen jugs of liquid veneer.
Jack Powers was quite vexed by their lazy farming.
Jim quietly picked six zippers from the woven bag.
The six jets took off with a wail of engines and, like queenly comets, zoomed up far above us.
It is rumored that five or six squadrons from this wing will sortie to La Paz and back in July.
The plane crews quickly move from the flight deck just before the sizzling fuses will explode.

Note to the Student (which the teachers might also read).

It is *extremely* important that the student spend a certain amount of time *daily* on the practice material provided in these lessons. The amount of time one should spend is an individual matter, but it should be enough so that the student can recite the practice material smoothly and rhymically. Neglect of sufficient practice ends in frustration at trying to learn new signs before old signs are mastered.

This admonishment is so important, we feel the need to emphasize it by repeating it.

LESSON I

TO BE

was

were

am

are

is

will be

shall be

1. It can't be the truth.
2. All the birds are happy because their birdbath is full of water.
3. I am very pleased with your progress.
4. They were not prepared for the shock.
5. She was not happy with her test scores.
6. Soon it will be time for school.
7. I shall be happy to see Jane again.

TO HAVE (POSSESSIVE)

1. Do we have any more coffee?
2. Mother has a plan to get the chores done quickly.
3. We had a wonderful time at the party.
4. We are having cocktails at seven.

HAVE AS A HELPING VERB

1. Have you ever observed a squirrel hoarding nuts?
2. Has Nancy come home yet?
3. I had not seen the plan that was drawn up.
4. Having worked all day, Mary was too tired to go out.

LESSON I

HAVE TO, MUST, NEED, NECESSARY, SUPPOSED TO

1. We have to finish the assignment by Friday.
2. Shirley has to bake a cake for the bazaar.
3. We had to see if everything was all right.
4. Getting enough sleep is a must for me.
5. The side comments of the viewers were not necessary.
6. The family was supposed to meet me here at 12:30.

PRONOUNS

she	it
her	
her, hers	its
herself	itself
he	they
him	them
his	their, theirs
himself	
we	our
us	ourselves

1. She is due at work at 8:00.
2. Give the note to her.
3. Her dress is torn.
4. Mary looked at herself in the mirror.
5. He has been working on the plan.
6. Look at him rage!
7. His anger betrays him.

LESSON I

8. John was ashamed of himself.
9. We will be looking forward to seeing you again.
10. Our house needs a new coat of paint.
11. We gave ourselves a treat.
12. Its title is "War of Worlds".
13. The dog hurt itself in the mess of wire.
14. They inquired about a room.
15. Refer them to me.
16. The boys threw their helmets on the bed.
17. The books are new editions. They arrived yesterday. I put them on the table.
18. Their dogfood is in the garage.

Behavior Modification

I. What is behavior modification?

- A. Settings in which it is used
- B. Behaviors that have been modified

II. Primary procedures used in behavior modification

- A. Reinforcement (social, material, non-verbal)
- B. Extinction
- C. Punishment

III. Secondary procedures used in behavior modification

- A. Shaping
- B. Priming
- C. Fading
- D. Time-out

IV. Recording behaviors

- A. Observation methods
  - 1. Frequency counts
  - 2. Time sampling
- B. Reliability checks

V. Designs used in behavior modification research

- A. Reversal designs
- B. Multiple baseline designs

Child Development

Social Development Principles

1. Language is the key to social life.
2. Speech is man's most important adjustment mechanism.
3. Social effectiveness varies with the situation.
4. Democracy is more difficult, but is also more productive and efficient.
5. He who would command nature must first obey her.
6. The child develops as a unified whole.
7. Social growth is a continuous process.
8. Individual behavior is revealed by one's language development.
9. At all ages, girls talk more than boys.
10. There is a relation between intelligence and language.
11. There is less fighting and quarreling as children grow older.
12. Personal development and past experiences affect adjustment.
13. A hermit has little need for social skills.
14. Long delays in the development of certain important skills affect a child's later development and adjustment.
15. All children have certain needs, but the manner in which these are met will vary considerably.
16. Behavior patterns change with maturity.
17. Cultural environment is the basis of make-believe play for the child.
18. The effects of the spirit of the age on make-believe play is proven by the type of toys chosen.
19. Size of the play group increases with age.
20. Interests develop out of experiences.
21. Wishes, likes, and dislikes of children change with age.
22. Age differences are found in ideals preferred.
23. Life is a continuous process of change and adjustment.
24. The infant child is a dynamic personality functioning as an organism in this ever-expanding environment.

Social Development Principles (cont'd.)

25. Development of a well-adjusted personality is the result of forces and conditions that are favorable for personality development.

26. Insecurities of childhood has its roots in inferiority feelings.

27. The child is a part of everything he experiences.

28. Most desired behavior is brought about by praise.

29. The family of a child provides much of the environment that affects his social development.

30. Interests develop out of experiences.

31. The child has an influence on those about him from time of conception.

32. During the first year of life the child changes from a passive member to one who initiates social contacts.

33. The child's desire for society of others continues and expands.

34. Nearly every phase of a person's life is altered in some way by his ability to get along with people.

35. The "first grader" seems to love or hate intensively.

36. The pre-adolescent is interested in learning the niceties of social behavior.

37. A good disposition is often contagious.

38. Tensions between parents are often related to behavior problems of children.

39. Parents vary in methods of responding to their children.

40. People in authoritarian society conform to standards, but have little creative freedom.

41. People in democratic society have freedom to explore and experiment but have little conformity to cultural demands.

42. The child is born neither social nor antisocial.

43. Play during the early school years is responsible for the beginning of social consciousness.

44. Importance of peer relations is in day-to-day activities at play and school.

45. Children learn about the social process of our culture by <u>doing</u>.

Social Development Principles (cont'd.)

46. Children learn competition, cooperation, social skills, values, and purposes by sharing the common life.

47. Children develop the problem of achieving independence in peer groups.

48. The sex of a child is an important factor in the reactions of children and parents.

49. Children have various kinds of friends.

50. Leaders are generally superior to the group in many characteristics.

51. Competition in children increases with age.

52. Children are interested in competing because success in a competitive venture brings approval and a feeling of accomplishment.

53. Social progress can be impeded by too much competition.

54. Attitudes that come as a result of the general culture are first brought to the child through his parents.

55. The teacher is one of the first very patent non-family influences that will affect the child's attitudes.

56. Characteristics of the community itself affects children's attitudes.

57. Attitudes are tinged with emotions.

58. Attitudes change with experiences and maturation.

59. Interests are dynamic and affect child's development.

60. Play interests of children are conditioned by mental maturity, physica development, adult culture, climatic factor, and the physical environment.

61. Hero-worship is observed in pre-adolescents.

62. The early interest of the child in sex is not an abnormal occurrence.

63. A person's thoughts, feelings, and responses to different situations tend to reveal his personality.

64. Each individual has his own unique history.

65. Every trait is an interaction of the hereditary constitution and the environment.

66. Differences in personality characteristics are shown from the beginni of life.

Social Development Principles (cont'd.)

67. Habits and attitudes established firmly early in life tend to be lasti

68. A personality pattern is less stable during childhood.

69. Almost any observable physical defect will have a bearing on a child's personality development.

70. Deviations from the average in height, weight, and body build are usually criticized by children.

71. Among the basic needs of children are affection, a feeling of securit and recognition.

72. Parents' unpredictable behavior delays the development of the child's consistent behavior trends.

73. Boys and girls develop a culture of their own, away from adults, which provides them with status.

74. Many skills, bearing on one's personality, are acquired through play activities.

75. Cultural differences are important in the development of personality traits of boys and girls.

76. As children develop, they become aware of race and cultural difference

77. Personality adjustment is dependent upon a balanced satisfaction of ba needs.

78. The well-adjusted child tends to conform to the requirements of the soci group in which he lives.

79. The failure of parents to realize that the child is growing up is one of the main causes of problems.

80. All children need love and affection.

81. The child needs to feel that he is wanted and belongs.

82. An adjustment problem appears when a need is not met or a goal is bloc

83. Over ambitious parents are responsible for some maladjustment.

84. The symptoms of personal and social maladjustments will vary from chil to child.

85. A disturbed child is a poor loser.

86. It is difficult for a disturbed child to form a positive relationship.

87. Many problems of adults have their conception during early life.

Social Development (cont'd.)

88. Security depends on a stable and secure environment which includes not only the home but the whole society.

89. The unwanted child needs affection and moral support.

90. All children need well-adjusted parents.

91. It is not what you say to a child but how it is said that is important.

92. There is no substitute for motherly love.

93. A good home enables the child to satisfy his dynamic needs and will stimulate happy, well-adjusted personalities.

94. The child is being prepared to take his place in society.

95. All growth is interrelated.

96. The teacher is the crucial point in the school program.

97. In school different routines are established.

98. In school enlarged social relationships are presented.

99. Development tasks are encountered.

100. The school must see the child as an individual who must learn to live as a social being in a social environment.

101. There is a close relationship between mental and physical health in child growth and development.

102. The organism functions as a whole.

103. The child must focus the total self upon the problems at hand.

104. The elementary school child reacts to the classroom situation in terms that he has brought to school with him.

105. Fear is a response to a situation.

106. Fear is a learned response just as other responses are learned.

107. There is a need to help the child grow in understanding sex differences and sex feelings.

108. Guide the child into a fair and unprejudiced evaluation of his own worth.

109. To think objectively about self you must develop wholesome interests outside of self.

Intellectual Growth Principles

1. Readiness is the key concept of intellectual growth.
2. Individual differences exist in intelligences.
3. Children grow mentally according to their own "unique" pattern.
4. Intelligence depends on many factors.
5. Difference in mental growth means difference in experience.
6. Each stage in the mental development of an individual is an outgrowth of an earlier stage.
7. Growth in learning follows an orderly sequence.
8. Fluctuations mark the rate of intellectual growth.
9. One stage of mental growth influences subsequent stages of growth.
10. The whole child develops in learning.
11. Forms of behavior change with maturity.
12. Different abilities emerge and mature at different times, in intellectual development.
13. The rate of mental growth decelerates with age and mental maturity is gradually reached.
14. Readiness for learning to read is intimately related to the child's mental, physical, emotional, and social development.
15. As their reading abilities mature, all children go through similar stages of development.
16. Reading abilities are developed as a gradual and continuous process, but there is a wide variation in the times individuals reach certain points in reading achievement.
17. Although reading is a continuous development, at various levels different needs and interests tend to accelerate certain phases of growth in reading abilities and attitudes.
18. The processes through which children solve problems are logical in nature, although limited by experience and mental maturity.
19. Readiness is a complex of organic growth factors and the results of training and experience.
20. Both maturation and learning contribute to the intellectual development of the person.

Intellectual Growth Principles (cont'd.)

21. Learning is a process of adjustment and improvement.

22. Within the limits of his potentialities, the child may develop in several directions depending upon the nature of his experience and training.

23. Learning is the modification of behavior through experience and training.

24. Learning and maturation are two aspects of the fundamental process of individual development.

25. Learning is a form of growth that is correlatedwith specific condition of stimulation and practice.

26. Learning takes place most surely when one intends to learn and remember.

27. The wants, interest, and attitudes of an individual at any moment are the means of making experience meaningful and worthwhile.

28. Motives serve three functions in the learning process; they energize behavior, release energy and arouse activity.

29. External stimuli in cooperation with external conditions, evoke adjustive behavior.

30. Interests and motives are selections or determining tendencies in learning.

31. Motivations and incentives determine the utilization of previously learned responses.

32. When the organism is acting under the impulsions of a strong motive and encounters an obstacle to the satisfaction of the need, it tries one reaction after another until the motivational tension is relieved.

33. Reactions are selected and learned because they are functionally related to wants and motives.

34. Other things being equal, the greater the number and variety of possibly useful attempts, the greater the opportunity for the successful responses to occur.

35. We select and learn those responses which are instrumental to the attainment of goals and purposes.

36. Responses that are accompanied by satisfying states of affairs are selected and learned.

37. "A process of learning is modified definitely by the consequences incurred."

Intellectual Growth Principles (cont'd.)

38. The first step in economical learning is to establish the goal as clearly and explicitly as possible.

39. Human beings learn those things which satisfy their wants and take them toward their goals.

40. Responses are selected and organized in terms of their relevance to the learner's goal.

41. Learning is a change in the organization of behavior which gives the organism more effective control over the conditions of experience.

42. Learning activities are insightful when they enable the individual to see into the situation, to understand it as a whole.

43. The essential principle of a solution can be recognized or applied in other particulars than those from which it originally was discovered.

44. Learning activities should culminate not only in "specific facts" but especially in meaningful generalizations which can be applied to a large number of appropriate particular situations.

45. Different "kinds" of learning occur together.

46. Learning is a self-active process.

47. Integrated learning is learning and forming new concepts.

48. Socioeconomic status has a positive relationship to I.Q.

49. Relatedness has become the central concept in the psychology of learning.

50. Differentiation and integration contribute in interrelated fashion in the development of behavior.

51. Competitive and cooperative behavior grow out of the social demands made upon individuals and from the sanctions which the group places upon certain actions.

52. Learning is a process of building up, of putting parts together in new relations to form new wholes. This is the process of integration and reorganization.

53. Discrimination of the salient features of a complex situation makes possible a learning process which makes for great economy in human behavior, namely cue reduction.

54. Learning often involves the process of noting details in a situation which has previously been experienced in its more general form or outline. This is the process of differentiation.

Intellectual Growth Principles (cont'd.)

55. Appropriate responses often occur more or less accidentally, and their instrumental value or relevance is perceived after their occurrence.

56. The teacher must decide upon outcome to be attained by pupils before he can determine what learning activities they should engage in.

Emotional Development Principles

1. *Emotions refine with age.*
2. Fears are largely learned.
3. Social pressures condition emotional behavior.
4. Wholesome needs - satisfaction and balance are the keys to wholesome emotional development.
5. Treat the cause and not the symptom.
6. The child responds emotionally to various forces and conditions.
7. All growth is interrelated; the child grows as a whole.
8. Differences in emotionality appear during the first months of life.
9. Emotions are dynamic drives to action.
10. Emotions develop through the continuous interaction of the child's innate constitute and environmental forces and conditions.
11. Earliest emotional responses are general agitation and excitement caused by various conditions.
12. Affactionate behavior in infants is that of cherishing, protecting, and giving to the self.
13. Regardless of culture emotional responses of infants are similar.
14. Sentiments begin as early as six months.
15. The child's actions will depend upon the way he is treated.
16. Crying among primary school children is more likely to be an expression of anger.
17. The child cries less with the body as a whole as he develops.
18. Laughing and smiling of children from two to five occurs predominantly in connection with general physical activity.
19. Love seems to be a two-way affair and grows best when it is both given and received.
20. The eight-year-old is not likely to display his emotions and feelings by crying.
21. All children have personality differences during the first year of life.
22. Certain fears tend to decrease, and others increase during the first year of life.

Emotional Development Principles (cont'd.)

23. With growth into adolescence, fears of a social nature come to be very important.

24. Infants respond with anger to minor physical discomforts, interference with physical activity, or removal of attention.

25. Many fears among preschool children tend to lose potency as the child matures.

26. Timidity reaches its peak during the early adolescent years.

27. The small child learns a great deal from imitation.

28. The development of emotional expressions will depend to a large extent on emotional experiences.

29. Jealousy is a response to situations established as a result of certain frustrations and inhibitions.

30. The most frequent emotional combinations are feelings of anger, fear, self-pity, and grief.

31. Fear is the foundation for the tendency to worry.

32. Guidance of emotional development is the most important phase of education - Peck, Child Psychology.

33. Growth into and through adolescence is accompanied by anxieties connected with appearance, popularity, and inadequacies related to the sex role.

34. Understanding of the child's own feelings tend to promote better guidance on the part of parents and teachers.

35. Emotions arise primarily as a result of frustrations of some dynamic need.

36. Early emotional reactions of the child tend to be relatively diffuse and indifferentiated.

37. A good measure in growth in emotional maturity is the extent to which the child's emotions have moved out from the self to a consideration of others.

38. Emotional control is a sign of emotional maturity.

39. A child acquires values, standards, ideals, by identifying himself with adults and accepting their standards as his own.

40. Emotional problems of parents are reflected in the emotional states of their children.

41. Normal development of a child's personality depends upon warm and wholesome relationships to other people.

Emotional Development Principles (cont'd.)

42. Adults must work out a good adjustment for themselves as the first step in helping children.

43. To deal with people successfully you must always keep their emotions in consideration.

44. Children with any sort of physical handicap need help in finding adequate emotional outlets, in order that they may not have a psychological handicap added to the physical.

45. A jealous child is usually a self-centered child.

46. Jealousy may be attacked by encouraging a child to be interested in the welfare of others.

47. Many childhood fears can easily be explained away if parents will take the trouble to do so.

48. "Learning to face reality is one of the most fundamental modes of behavior."

Principles of Physical Development

1. The sequence of growth is orderly; the rate varies with different childre
2. Growth follows a general pattern.
3. "Body type" affects the entire development of the child.
4. Motor functions follow structural development.
5. Training cannot transcend maturation in motor development.
6. A child's later development may be seriously affected by long delays in the development of certain important skills.
7. A child's relationship with its mother influences growth more than any other factor except injury, disease, or starvation.
8. Behavior patterns change with maturity.
9. The child develops as a unified whole.
10. Growth patterns are not uniform.
11. Both the rate and pattern of growth can be modified by forces within and without the body.
12. Growth is not even in tempo.
13. Growth is a pattern which varies in accordance with the culture.
14. Growth is a continuous process.
15. Habit patterns change with maturity.
16. Useful behavior activities at one level of maturity are changed or discarded at another state of maturity.
17. The infant grows from the head downward.
18. Birth opens avenues for growth and development that are not present before.
19. The growth of the child is reflected in the nature of his play.
20. The health, strength, and vitality of the offspring are affected by the prenatal condition of the mother.
21. A child's personality development will be affected by almost any physical defect.
22. Children become conscious of their size at an early age, and reveal considerable interest in their height and weight.

Principles of Physical Development (cont'd.)

23. Boys, at earlier age, wish to be larger and stronger, while girls wish to be more beautiful.

24. As she develops socially, a girl becomes especially interested in her "shape" development.

25. There is a close relationship between the skeletal growth of the child and physiological development.

26. As boys and girls develop into adolescence, their dietary needs increase.

27. Girls have a faster rate of maturation than boys in many aspects of development.

28. Mass activity precedes specialized activities.

29. Hand dominance is definitely related to the performance of motor skills.

30. After the onset of adolescence, girls register a decline of interest and ability in most motor performances.

31. There is a gradual and continual increase in the relative weight of the muscles of the body from birth until maturity.

32. There is a very close relation between skeletal development and sexual development.

33. Emotions are very important in relation to health and affect the metabolic rate.

MEDIA SKILLS
July 22-26, 1974

MONDAY, JULY 22, 1974

Dry Mounting

Laminating

Instant Art

TUESDAY, JULY 23, 1974

Wrico Lettering

Transparency Making

1. Machine made

2. Handmade with overlays

WEDNESDAY, JULY 24, 1974

2 x 2 slides - Ektagraphic Visual Maker

Black and White Photography (Polaroid camera)

THURSDAY, JULY 25, 1974

16 mm projector

Super 8 mm cartridge projector

Kodak Carousel Slide Projector

FRIDAY, JULY 26, 1974

Equipment operation (cont.)

Overhead Projector

Sony Portapack Video Tape Recorder

Utilization of materials made